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AN EXPERIMENTAL STUDY OF TELEVISION AS A MEDIUM OF FRENCH INSTRUCTION.

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A FIVE-MONTH EXPERIMENT IN TORONTO COMPARED TELEVISION AS A MEDIUM OF INSTRUCTION IN FRENCH FOR GRADES 7 AND 8 WITH THE SAME MATERIAL PRESENTED BY BOOK AND TAPE RECORDINGS. ANALYSES WERE MADE OF THE MAKE-UP OF EACH GROUP, STUDENT INTERESTS AND FUTURE PLANS, AND THE LENGTH AND FREQUENCY OF INSTRUCTIONAL PERIODS. WHILE THE STUDENTS TAUGHT WITH BOOK AND TAPE RECORDINGS SURPASSED THE OTHERS ON BOTH THE ORAL PROFICIENCY AND THE COMPREHENSION TESTS, ESPECIALLY IF THEY RECEIVED FEWER BUT LONGER SESSIONS, MOTIVATION PROVED SUPERIOR TO ALL INTERRELATED FACTORS. THE REPORT OF THE EXPERIMENT DESCRIBES THE PURPOSES, METHODS, AND RESULTS OF THE STUDY, AND CONTAINS TABLES TO SUPPORT THE FINDINGS, A COPY OF A QUESTIONNAIRE TO STUDENTS, AND INSTRUCTIONS AND SCORING SHEETS FOR THE ORAL EXAMINATION AND THE TWO COMPREHENSION TESTS. (GJ)

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AN EXPERIMENTAL STUDY OF TELEVISION AS A MEDIUM OF FRENCH INSTRUCTION

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THE BOARD OF EDUCATION FOR THE CITY OF TORONT

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AN EXPERIMENTAL STUDY OF TELEVISION AS A MEDIUM OF FRENCH INSTRUCTION

A. BACKGROUND OF THE STUDY

During the 1959-60 school year, an experiment was conducted with Grade 7 pupils to determine the effectiveness of French language instruction by film, as compared with direct teaching by a qualified French teacher. (Board of Education, 1961) The film materials used were entitled "French Through Pictures" (Richards, Ilsley, and Gibson, 1950).

The results of the first study indicated that the films did provide to a certain extent [1], for adequate pacing of the material, clarity of meaning, opportunity for repetition, and a model for correct pronunciation. While certain inadequacies were apparent, the material was considered to be the most useful available at the time. In the present study, pupils viewed the films on television, the medium for which the films had been designed originally.

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1 The results of the 1960 experiment demonstrated that, on various measures of French comprehension and proficiency, the film-instructed pupils were generally inferior to the teacher-instructed pupils. However, an unpublished follow-up study of these same pupils in 1960-61, when they were in Grade 8, showed this difference to be short-lived. Under a common programme of French instruction, which used a combination of teacher and film methods, the two groups of pupils performed at approximately the same level of efficiency. This finding indicated the need for further exploration of the use of the films.

B. VARIABLES AFFECTING FRENCH INSTRUCTION

1. Media of Instruction

(a) Television Films

The films were designed specifically for language instruction, according to the following programme:

(i) A lesson begins with some preliminary comment in English. Following this, stick-figure drawings appear on the screen, while the sound-track presents a native French speaker who describes the pictures in French while the pupils listen.

(ii) The drawing and voice re-appear, and the pupils are told to repeat the appropriate sentence after the speaker in the pause which follows.

(iii) The picture and voice again re-appear, this time with a caption written beneath the figure.

(iv) Actors dramatize what the stick-figures, captions, and voice have presented.

(v) The pupils are tested by being shown the drawings with and without captions. An interval is provided for the pupil to say the correct sentence, after which the speaker supplies the answer.

Each succeeding lesson reviews and incorporates the work of the preceding one, and adds new vocabulary. This method is referred to as the TV method.

(b) Book-tape

The textbook, "French Through Pictures", from which the

films were derived, contains the same sequence of material. The method of presentation is different, however, because of the obvious lack of the sound-track of the television film. To provide a parallel with the telecasts, tape-recordings were made from the film scripts by a native French speaker to make the two forms of presentations identical in content. Tape-recordings were played to the students through the schools' public address system. This book-tape method is more similar to the conventional classroom form of foreign language teaching. This method is referred to as the BT method.

(c) Comparison of the Two Methods

(i) Rationale of the Programming of the Material. The number of sentence patterns is closely controlled. Only when the meaning of one sentence has been made clear is another word introduced into the framework of the same sentence structure. The advance is in small, discrete stages. The use of familiar, unambiguous items, and the use of contrasts serves to clarify meanings and demonstrate correct usage. In each sequence the pupils are given ample opportunity to repeat the sentence, with the aid of the correct pronunciation model. When the sentence pattern has been repeated several times and becomes familiar, a new pattern is added, and its use is demonstrated by words which now have become part of the vocabulary of the pupil. For example, the pupil progresses from the sequences "C'est moi", "C'est lui", "C'est elle", etc., through "C'est moi, je suis ici" and "C'est lui, il est là-bas". The same structures re-appear later with the only new item of information being vocabulary and the concept

of gender; e.g. "C'est une table. La table est ici. Elle est ici." It is clear that each sequence has two functions: it serves to confirm and review the preceding material, and also is a preparation or a set for the material to follow.

However, the essential feature of the instructional material is that it requires and demands the constant, active participation of the pupil. The presentation is an invitation to learn, and since the pupil grasps the meanings easily, the resulting feeling of mastery of the material reinforces him to continue this active form of learning. The entire method -- the use of stick-figures, the requirement of verbal response during the silent portions, the demonstration of meanings rather than simple rote learning of vocabulary items -- is an application of what psychologists, educators, and communication experts have been talking about for a long time. That is, that optimum learning occurs when there is what psychologists call "ego-involvement", and what mass media people call "participation." The stick-figure drawings, being schematic, generalized representations of familiar figures, invite the pupil to fill in details of his own experience, and in so doing he expands on the visual stimulus and internalizes the learning experience.

(ii) Similarity. It is apparent from the description of the materials used that Television and Book-tape presentations are identical in content. Essentially they both present the same sequence of visual and auditory experiences at the same rate, and using exactly the same sentences.

(iii) Differences. The two forms of presentation differed in several important ways, any of which could have contributed to a difference of achievement between the two groups.

Television presentation offers more opportunity for participation and completion since it periodically presents the stick-figure drawing without caption, providing an opportunity for closure which is absent in a Book-tape presentation. The television presentation appears to be directed to each child, establishing a sort of two-way conversation where the child can not only listen but also reply to the screen. The inherent capacity of television to involve the viewer in screen action has been demonstrated repeatedly, witness the impact of television advertising.

Since captions always accompany the picture in the presentation it is impossible to present a picture without the appropriate caption, limiting the opportunity for adequate testing. Dramatization of the material is also not possible.

The pictures in the books were at all times presented with a caption and an accompanying voice. Presence of the written language at an early stage of oral language learning has been shown by some experimenters to have a disrupting effect on pronunciation and fluency of speech. In view of this, one would expect the BT pupils to do less well in these areas than those receiving French instruction by TV, where captions were presented less frequently and at specific points in the programme, according to the principles of learning.

Another major difference between the two methods of presentation was that of the pacing of the visual display. At all times in the TV presentation the aural material was synchronized with the visual, while at a particular moment of tape presentation there was present not only the corresponding visual display but also three other displays on the same and facing pages of the book. This could either have inhibited learning by confusing the pupil, or served a facilitative function, in providing greater opportunity for comparison and review.

(iv) General Comparison of the Two Methods. At this point it may be helpful to point out some of the qualities inherent in the two media used for instruction. The BT method is the most similar to the conventional class-room presentation of a foreign language, which has been used in the past. Of course, it differs from the usual class-room method in that it presents the material in scientifically designed programmed steps which are sufficiently small so as to enable the pupil to encompass the material with a minimum number of errors. It was not known whether familiarity with the general class-book situation would facilitate learning or engender a certain lag of enthusiasm.

Presently, there is a great deal of research being conducted in Canada, the United States and Britain on the use of TV as an instructional medium, (Education Centre Library Reports No. 1 and 2, 1961). This interest has arisen spontaneously out of observations that TV has a unique ability to command attention and the wish to exploit this property for educational purposes.

While most of the studies comparing TV instruction and conventional face-to-face class-room conditions have found no significant differences between the two methods, (Education Centre Library Reports, No. 3), nevertheless this is not evidence that TV cannot offer improved instruction, resulting in greater achievement. In most of the studies reported the unique dramatic potentialities of TV were not utilized. The TV instructional programme in such studies was simply the class-room programme transferred to the screen. In view of this fact, it is not surprising that no differences were found, since the advantages which television can offer, were not utilized.

In the present experiment, the physical properties of television were explored as they might operate to facilitate learning. Thus, the success of an aural-oral programme depends to a great extent on attention to each step of the presentation of the material. Presentation of one item at a time on the screen, the presence of a central focus of attention for all pupils in class, the necessity of presenting the instructional material in a semi-darkened room all may be factors contributing to clarity of meaning and increase of confidence on the part of the television pupils in learning French.

2. Length of Class Period

This study was concerned with the differences in pupil achievement as related to the length of class period for TV, in contrast with that for Book-tape presentation. That is, the attention span of the pupils may be a function not only of the difficulty of the material but also of the medium of instruction.

Thus, this study examines the effects of 15-minute as compared with 30-minute presentations.

3. Grade Level

There is a lack of agreement among educators and linguists as to whether or not an optimum age exists for foreign language learning. On the one hand, there is the argument that certain aspects of language, i.e., pronunciation and fluency of speech, are most easily learned at an early age, between 4 and 12 years of age. (Penfield and Roberts, 1959; Diller, 1961) Alternatively, there is evidence that, given equivalent instructional facilities, younger children do no better than older children or adults. Accordingly, a comparison of two grade levels is indicated for this experiment.

4. Pupil Characteristics

(a) Motivation

It is possible that such factors as choice of secondary school, course of study chosen for secondary school, and preferred subject area may indicate aspects of motivation which could be related to the learning of a foreign language like French. This motivational factor could also be reflected in performance tests of oral proficiency and comprehension in French.

(b) Sex

It is known that, on the average, girls obtain higher scores than do boys on verbal intelligence tests. However, it is not known whether this verbal facility extends to language in general, i.e., foreign language learning. Higher achievement for

girls could either be due to better innate ability for languages or could be due to a cultural factor -- the fact that, in general, girls are expected and encouraged to become more proficient in languages than are boys.

(c) First Language

There is some evidence that knowledge of a second language quickens and eases the learning of a third language. This transfer of training is most likely to occur when there are common elements in the two languages. However, if the interval between learning the second language and the third is not sufficiently large, the change may cause confusion, maladjustment and loss of proficiency in one or both languages (Singer, 1956). In the case of the pupils in our sample, it is probably not the case that French instruction was presented too soon after the learning of English, since most of the pupils had already received seven or eight years of education in the English language.

C. PURPOSES OF THE PRESENT STUDY

The present study was designed to examine the relevance of four factors to the learning of French by Public School children.

1. Media of Instruction

In the 1959 - 60 experiment, the experimental group used both the series of films "French Through Television", and the accompanying textbook, "French Through Pictures". This study isolates and compares the relative effectiveness of films, (presented through the medium of Television) with the "Book-tape" method (book plus tape-recordings disseminated through the school public address system.)

2. Length of Class Period

The present experiment assesses the comparative merits of two concentrated thirty-minute presentations, and four spaced fifteen-minute presentations.

3. Grade Level

The achievement in oral French of Grade 7 and Grade 8 pupils is compared where both grades receive the same amount of instruction.

4. Pupil Characteristics

The present study examines the degree of relationship between the learning of French and various motivational factors,

as reflected in choice of secondary school programme, choice of favourite subject area, and certainty of choice. The relevance of sex and first language to the learning of French are also investigated.

D. METHOD

1. Procedure

A programme of French instruction was put into effect at the following schools in Grades 7 and 8, beginning in January, 1962 and extending to the end of May, 1962. Closed-circuit television equipment was set up in the four experimental schools through which the film series was presented.

Experimental Schools	Area	Group
School 1	West	TV 30
School 2	West	TV 30
School 3	East	TV 15
School 4	East	TV 15
Control Schools		
School 5	North	BT 30
School 6	Central	BT 30
School 7	North	BT 15
School 8	Central	BT 15

All classes in a particular school received French instruction by the same medium as indicated above. TV 30 indicates that the material was presented on TV in two 30-minute periods per week. TV 15 means that the material was presented on TV in four 15-minute periods per week. BT 30 indicates that the material was presented in two 30-minute periods by the BT method. Similarly, BT 15 means that the material was presented in four 15-minute periods by the BT method. Table 1 shows the number of classes and population of each school.

TABLE 1

DISTRIBUTION OF CLASSES

Experimental Schools		No. of Classes	Population
School 1		9	297
School 2		12	338
School 3		8	269
School 4		6	193
	Totals	35	1097
Control Schools			
School 5		6	220
School 6		6	206
School 7		14	415
School 8		4	126
	Totals	30	967
Total Number of Classes		65	
Total Population			2064
Average Class Size			31.75

The bulk of French instruction took place during the 3:30-4:00 period of the school day. This time interval was chosen so as not to interfere with the regular classes. These classes were supervised by regular class-room teachers who volunteered to assist during the presentation of French instruction by book-tape or television.

In addition to the one hour a week French instruction, through either BT or TV, each class received an additional half hour per week of class review and drill. Thus, each pupil received a total of approximately 33 hours of French instruction throughout the experiment. This additional instruction was carried out by six itinerant teachers, who had been specifically chosen for their ability in oral French. These teachers were removed from their regular class-rooms to attend a concentrated five-week in-service training programme in preparation for their special

role in the research project. This in-service programme covered in detail such areas as: standardized pronunciation, specialized vocabulary necessary for conducting classes solely in French, teaching methodology, phonetics and aims of the research study.

The itinerant teachers' responsibilities were:

a) To give instruction in spoken French to their respective classes, each class receiving half an hour of such instruction per week. In this period the teachers reviewed the core material presented by BT or TV and attempted to reinforce this material by demonstrations and illustrations in various situations, as well as to expand on the core material when the pupils had demonstrated their mastery of it.

b) To maintain daily records of the material taught and the method of instruction.

c) To be present during the 3:30-4:00 or the 3:30-3:45 period to assist in the operating of the audio-visual aids.

d) To administer and score tests throughout the five-month period and administer the questionnaires.

2. Description of the Sample

Enrolment in the course of French instruction was optional, and presumably only those pupils in each school who were interested in learning French undertook to study it. Reference to Table 2

shows that 58% of the Grade 7 and 8 pupils attending the eight schools which were involved in the study, signed up for French. The percentage varies somewhat from school to school. This could be due either to a greater encouragement to study French being given the students of a particular school, or to more enthusiasm on the part of some of the pupils who could have influenced their peers to participate in the French programme. However, it is evident that over-all percentages for the treatment groups are similar. Consent of the parents of each child electing to attend the French classes was obtained prior to the commencement of classes.

TABLE 2

ENROLMENT OF GRADE 7 & 8 PUPILS IN FRENCH FOR EACH TREATMENT GROUP

School	Group	Total No. of Pupils	No. of Pupils Enrolled in French	% of Pupils Enrolled in French		
1	TV 30	419	297	71%	79%	
2	TV 30	383	338	87%		
3	TV 15	579	269	46%	40%	
4	TV 15	579	193	33%		58%
5	BT 30	370	220	59%	55%	
6	BT 30	407	206	51%		
7	BT 15	463	415	90%	64%	
8	BT 15	376	126	34%		

(a) Grade Level

Approximately one-half of the total sample (47%) was in Grade 7, with a breakdown into other experimental conditions as seen below:

Grade 7	TV 30	14%
	TV 15	10%
	BT 30	9%
	BT 15	12%

Grade 8	TV 30	15%
	TV 15	11%
	BT 30	14%
	BT 15	11%

(The total % is less than 100% due to rounding errors.)

(b) Other Characteristics

(i) Sex. Slightly more than one-half of the pupils in the study were girls (53%).

(ii) Cultural and Language Background. On the major variable of classification (TV vs. BT), Anglo-Saxon origin of the pupils is 66% for both groups. A further breakdown of this sample reveals less degree of equivalence with respect to length of period and grade level.

(iii) Intelligence. Since the pupil sample was so large, it was not possible to conduct an extensive intelligence testing programme outside that routinely done by the Public School system in Grades 2, 5 and 7. Consequently, intelligence scores are available only for pupils in Grade 7 of the participating schools. However, it was reasoned that similar scores would also be obtained in Grade 8 of the same schools. The Dominion Quick Scoring Group Test of Learning Capacity, Intermediate Form A was administered in March, 1962 to all Grade 7 pupils attending the eight schools. It is apparent from Table 3 that the mean intelligence scores of the schools are comparable.

TABLE 3

MEAN INTELLIGENCE OF GRADE 7 & 8
PUPILS FOR EACH TREATMENT GROUP

School		Result by Groups		
School	1	104.7	TV 30 104.0	
	2	101.3		TV 102.4
	3	104.9	TV 15 100.8	
	4	96.7		
	5	111.4	BT 30 103.1	
	6	94.7		BT 101.1
	7	105.2	BT 15 99.1	
	8	93.0		

(iv) Socio-Economic Status. The eight schools participating in the experiment were chosen so as to be a representative sample of all socio-economic levels. Thus the schools came from all but one of the Inspectoral Districts of the Toronto Public School system, Districts 1, 3, 4, 5, and 6 being included.

It should be noted at this point that the major interest of this experiment was to make a valid comparison of the TV and BT methods. Thus the primary concern in classes was to make these two groups as equivalent as possible on a number of criteria.

3. Achievement Tests and Questionnaire

(a) Oral Proficiency Test in French

In May, 1962, a sample of 244 pupils chosen from all schools was given an oral proficiency test. Time and staff facilities made it impossible to include more pupils in the sample, since the nature of the available facilities necessitated individual testing. The test has been recently developed at the Toronto

Board of Education, and while its standardization awaits the amassing of more data, it appears to hold much promise.

The prerequisites of an adequate oral proficiency test are: its reliability, validity, objectivity of scoring, and the ease with which it can be administered. In order to assess the objectivity of scoring, a reliability test was performed on scores for 30 pupils, assigned by two judges. When computed on the basis of total scores, the inter-scorer reliability was .90. When computed on partial scores, ommitting a pronunciation rating, the reliability coefficient was .94. This indicates that on the whole the scoring of pronunciation is not fully refined. The test appears to have face validity but further work on this factor needs to be done. Although two forms of the test exist, time did not permit a test-retest assessment of reliability. In terms of ease of administration, there do not appear to be any major difficulties. The test requires approximately 20 minutes to administer and, if proper facilities are available (i.e.,a sound-proof language laboratory), can be administered to a large number of pupils simultaneously.

The visual display consists of a film strip depicting stick-figures similar in style to those used in the instructional material used in this study. In each sequence a sample item on film is presented while the test administrator reads a sentence in French describing the picture. Then the test item on film is presented and the pupil is required to respond in French with a sentence describing it. The responses of the pupils are tape-recorded for subsequent scoring.

In this oral proficiency test, mastery of spoken French is considered to depend on:a) the ability to articulate correctly; b) the mastery of syntax; c) the mastery of grammatical rules; d) breadth of vocabulary. Part I of the test consists of 12 items, requiring the identification of persons and common objects. Part II samples the pupils' ability to answer questions dealing with "who?", "what?","how?","where?",and "when?" Of the 20 items in this section, 5 test adjective agreement, 5 test verb agreement, 5 test location in space and 5 test location in time. Having mastered the fundamentals of object-identification and qualification, the pupil must also have a command of certain structures peculiar to the language. Part III, consisting of 10 items, tests certain of these areas of structure. Table 4 summarizes the test.

TABLE 4

ORAL PROFICIENCY TEST IN FRENCH

Part	Description	No. of Items	Total Possible Score
I	Object - identification	12 items	24
Part II	Adjective - agreement		
	Verb - agreement	20 items	40
	Location in space		
	Location in time		
III	Structure	10 items	20
Pronunciation			20
Total		42 items	104

Two marks were given for every item correctly answered. In Part I, one mark was given for correctly naming each object and one mark for each correct specification of gender. For Parts II and III, 2 marks were given for each item if correct and 1 mark if partially correct. In addition, overall pronunciation on the test was scored as follows:

20 - good pronunciation

10 - fair pronunciation

0 - bad pronunciation.

Thus the total possible score on the test is 104. Test instructions, sample items, test items and correct responses are shown in Appendices 1 and 2.

(b) Comprehension Test I

Throughout the five months of the experiment, each class received a series of 10 comprehension tests, based on the instructional material covered to date. These tests required the pupils to listen to three statements in French and to make a check mark opposite the appropriate picture on a mimeographed sheet. Total possible score on each test was 10. Instructions and a sample test battery are shown in Appendices 3 and 4.

(c) Comprehension Test II

A detailed description of this test is unnecessary since it has the same rationale as the Oral Proficiency Test and uses the same visual stimuli. As in the Oral Proficiency Test, a sample item is shown on the screen and a sentence in French read describing the item. Then the test item is shown and the test

administrator reads aloud three descriptive French sentences. The pupil marks down on his answer sheet his choice of sentence describing the picture on the screen. Each correct choice is given a mark of 1 making the total possible score on the test 42. The test was administered in groups to the majority of classes participating in the study. Since for each test item there are three sentences read out from which the pupils are to choose the correct one, it is unavoidable that certain grammatically incorrect statements are used. This is considered to be permissible since the purpose is to test, not teach. The premise here is that the pupil should have been drilled in vocabulary and correct patterns of speech so that the incorrect terms would sound completely unnatural and strange to him. The choices for each test item are shown in Appendix 5.

(d) Questionnaire

All pupils in the study responded to a questionnaire which asked for information concerning their first language, choice of future course of studies, preferred subject area, and preferred second language. This questionnaire was administered once at the beginning of the experiment in January, and once at the end in May. By comparing responses on the two administrations of the questionnaire it was intended to discover any attitude changes that might have occurred as a result of learning a second language, as a result of greater maturity, or simply indicating the uncertainty of the response. A copy of the questionnaire appears in Appendix 6.

E. RESULTS AND INTERPRETATION

1. Overall Findings on the Three Tests

Analyses of variance on scores on the three tests of achievement, Comprehension I, Oral Proficiency, and Comprehension II, show that on all these tests the pupils receiving instruction in 30-minute class periods did significantly better than those receiving instruction in 15-minute periods. Table 5 presents the means of the groups on the three tests, and Tables 6, 7 and 8 summarize the analysis. (Significant differences are denoted by an asterisk. It is apparent that most of the differences are highly significant, at the .001 or .005 level of confidence.)

The BT groups performed significantly better on the Oral Proficiency and Comprehension Test II than the TV groups. On Comprehension I there was no difference found between the two groups.

Grade 8 pupils achieved significantly higher scores than did Grade 7 pupils on Comprehension I and Comprehension II. The difference between the scores of the two Grades on Oral Proficiency was not large enough to achieve significance, although it was in the same direction, Grade 8 doing better than Grade 7. It is possible that, had there been more pupils in the sample, significant differences would have been demonstrated.

(a) Comprehension I

A closer look at the analysis of variance performed on the Comprehension I scores of the eight groups shows a significant triple interaction. This means that the joint effect of length

of class period and grade on Comprehension I scores differs according to what medium of instruction was used.

TABLE 5

COMPARISON OF GROUP MEANS ON COMPREHENSION TEST I, ORAL PROFICIENCY TEST IN FRENCH, AND COMPREHENSION TEST II

	Group		Comprehension I		Oral Proficiency		Comprehension II
class period	15 min.	*	73.93	*	32.38	*	23.51
	30 min.		78.51		38.51		24.92
presentation	TV		76.29	*	31.01	*	23.72
	BT		76.27		39.97		24.87
Grade	7	*	75.23		34.53	*	23.92
	8		77.21		36.34		24.56

* Significant difference between means as indicated by analysis of variance, Tables 6, 7 and 8.

TABLE 6

SUMMARY OF ANALYSIS OF VARIANCE ON COMPREHENSION TEST I SCORES, COMPARING GROUPS RECEIVING 15- AND 30-MINUTE CLASS PERIODS, TV AND BT PRESENTATION, AND GRADES 7 AND 8

Source	df	SS	MS	F	p
Rows (class period)	1	9,421.87	9,421.87	54.55	$<.001$
Columns (method of presentation)	1	.46	.46	<1	$>.05$
Blocks (grade)	1	1,737.63	1,737.63	10.06	$<.005$
R x C	1	188.13	188.13	1.09	$>.05$
R x B	1	528.06	528.06	3.06	$>.05$
B x C	1	413.09	413.09	2.39	$>.05$
R x B x C	1	1,917.14	1,917.14	11.10	$<.001$
Within	1784	308,116.62	172.71		
Total	1791	322,323.00			

TABLE 7

SUMMARY OF ANALYSIS OF VARIANCE ON ORAL PROFICIENCY TEST SCORES, COMPARING GROUPS RECEIVING 15- AND 30-MINUTE CLASS PERIODS, TV AND BT PRESENTATION, AND GRADES 7 AND 8

Source	df	SS	MS	F	p
Rows (class period)	1	1,854.73	1,854.73	8.62	<.005
Columns (method of presentation)	1	3,972.99	3,972.99	18.47	<.001
Blocks (grade)	1	162.04	162.04	<1	>.05
R x C	1	1,684.47	1,684.47	7.83	<.01
R x B	1	75.13	75.13	<1	>.05
B x C	1	116.34	116.34	<1	>.05
R x B x C	1	8.32	8.32	<1	>.05
Within	190	40,874.87	215.13		
Total	197	48,748.89			

TABLE 8

SUMMARY OF ANALYSIS OF VARIANCE ON COMPREHENSION TEST II SCORES, COMPARING GROUPS RECEIVING 15- AND 30-MINUTE CLASS PERIODS, TV AND BT PRESENTATION, AND GRADES 7 AND 8

Source	df	SS	MS	F	p
Rows (class period)	1	726.03	726.03	43.06	$< .001$
Columns (method of presentation)	1	481.96	481.96	28.59	$< .001$
Blocks (grade)	1	148.61	148.61	8.81	$< .005$
R x C	1	210.76	210.76	12.50	$< .001$
R x B	1	43.67	43.67	2.59	$> .05$
B x C	1	6.61	6.61	< 1	$> .05$
R x B x C	1	20.63	20.63	1.22	$> .05$
Within	1459	24,597.37	16.86		
Total	1466	26,235.64			

Reference to Table 9 confirms that, while in general the BT groups achieved higher scores than did the TV groups, yet the 15-minute Grade 7 group and 30-minute Grade 8 group did more poorly with BT instruction.

TABLE 9

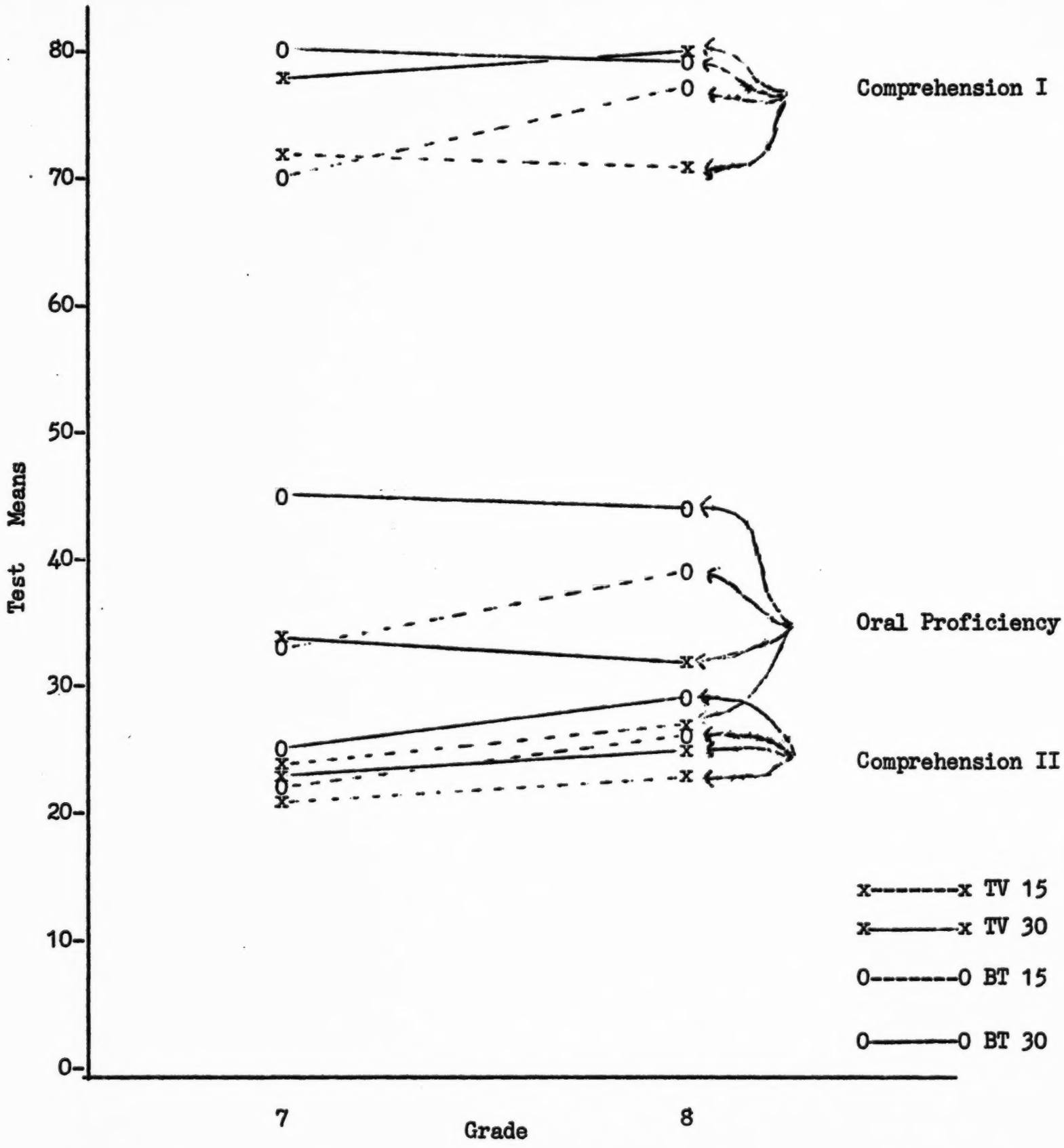
COMPARISON OF THE MEANS ON COMPREHENSION TEST I OF THE EIGHT TREATMENT GROUPS

Group			Mean
TV	15	Grade 7	73.66
		Grade 8	73.40
TV	30	Grade 7	77.21
		Grade 8	79.31
BT	15	Grade 7	71.12
		Grade 8	76.86
BT	30	Grade 7	79.25
		Grade 8	78.56

More generally, we can state that, as we go from Grade 7 to Grade 8, the effect of length of class period differs, according to the method of presentation used. For the BT groups, the mean of the 30-minute group decreases and the mean of the 15-minute group increases, from Grade 7 to Grade 8. The opposite is true for the TV groups. That is, the mean of the 30-minute TV group <u>increases</u>, while the mean of the 15-minute TV group <u>decreases</u>, from Grade 7 to Grade 8. Figure 1 shows this in graphic form. This indicates that although the overall effect

FIGURE 1

COMPARISON OF MEANS OF EIGHT TREATMENT GROUPS ON COMPREHENSION TEST I, ORAL PROFICIENCY TEST, AND COMPREHENSION TEST II



NOTE: Total possible score differed for each test. This chart should only be used to examine differences within tests according to variables, not between tests.

of a longer class period is to increase scores and the higher Grades achieve a better performance, yet one must deal separately with the specific groups according to medium used.

(b) Oral Proficiency Test in French

Table 10 shows the mean scores on the oral proficiency test, with Grades 7 and 8 combined.

TABLE 10

TEST RESULTS FOR FOUR TREATMENT GROUPS
GRADES 7 AND 8 COMBINED

Group	Mean
TV 15	24.87
TV 30	34.93
BT 15	37.27
BT 30	44.24

The significant double interaction between the effects of length of class period and method of presentation on the oral proficiency scores indicates that the effect of method of presentation on oral scores differs according to whether 15-minute or 30-minute classes were used. Within the 15-minute groups, the BT mean was 12.40 points higher than the TV mean, while within the 30-minute groups, the difference was only 9.31. This means that when we speak of, for example, the effect of length of class period on oral proficiency scores we must specify the method of presentation of material, since the effect is greater in the TV group than in the BT group.

(c) Comprehension Test II

Table 11 shows the means of four groups, combining Grades 7 and 8.

TABLE 11

TEST RESULTS FOR FOUR TREATMENT GROUPS
GRADES 7 AND 8 COMBINED

Group		Mean
TV	15	22.89
TV	30	24.26
BT	15	24.01
BT	30	25.84

Analysis of variance showed a significant double interaction between length of class period and method of presentation. This must be given the same interpretation as was done for the significant double interaction on the oral proficiency scores. That is, the effect of the method of presentation on Comprehension II scores depends on the length of class period used, or conversely, the effect of period is different for different methods of presentation.

2. Motivational Factors.

In order to assess the separate effects of the motivational factors of (a) choice of future course of studies, (b) choice of favourite subject area, (c) motivation to study a foreign language, (d) difference in motivation between boys and girls, and (e) whether or not the child's background was of English-

speaking or non-English-speaking origin, the pupils were separated out on the basis of their responses to the questionnaire. Table 12 presents the results of these analyses. Looking at the first comparison -- that of the pupils choosing as their future course of studies, university; technical or commercial school, etc.; or who were uncertain -- it is apparent that the goals and aspirations of the pupils have a strong relationship to their present achievement in French. Similarly, motivation to study a foreign language has a definite positive relationship to French achievement. The results can be summarized as follows:

TABLE 12
THE EFFECTS OF MOTIVATIONAL FACTORS ON THE
LEARNING OF FRENCH, AS MEASURED BY COMPREHENSION TEST I,
ORAL PROFICIENCY TEST IN FRENCH, COMPREHENSION TEST II

Groups Compared	Comp. I Mean	N	F	p	Oral Mean	N[1]	F	p	Comp. II Mean	N	F	p
Future Course - Univers.	77.95	759	13.71	<.001	38.74	89	5.07	<.025	24.60	630	6.09	<.025
Future Course - Tech., etc.	75.65	793			33.51	92			24.22	647		
Future Course - Uncertain	73.03	231			27.44	18			23.37	183		
Favourite Subj. - Lang.	81.34	158	24.97	<.001	45.61	28	15.14	<.001	26.14	132	28.80	<.005
Favourite Subj. - Other	75.80	1635			33.23	174			24.09	1336		
Foreign Lang. - Yes	76.68	1637	14.06	<.001	36.08	185	10.15	<.005	24.40	1355	14.64	<.001
Foreign Lang. - No	72.42	149			22.67	15			22.79	108		
Boys	74.34	47	34.52	<.001	32.50	104	3.51	>.05	23.55	700	40.65	<.001
Girls	78.03	946			36.79	100			24.94	768		
Native Tongue - English	74.81	1198	44.73	<.001	31.84	130	16.66	<.001	23.61	971	74.82	<.001
Native Tongue - Other	79.25	595			41.13	71			25.58	497		

1 Only a sample of the experimental and control groups took the Oral Proficiency Test.

(a) Those pupils electing to attend university performed significantly better on all three tests than pupils who chose technical or commercial courses, etc., who in turn had a significantly better performance than those pupils who were uncertain about their future course of studies.

(b) Pupils whose favourite subject area was languages performed significantly better on the three tests than did pupils who chose another subject area (English, Social Studies, Mathematics or Science).

(c) Pupils who considered it important to be proficient in a foreign language achieved significantly higher scores on all three tests than did pupils who thought foreign language proficiency unnecessary. It should be remembered that all pupils participating in the study did so presumably by their own choice since the learning of French was optional. However, the results show that 149 pupils, or 8.34% of all pupils in the study, considered proficiency in a foreign language unnecessary. It would appear that these pupils had elected to study French either because of a mild curiosity or because they had been pressured into it, with a resulting lack of interest in the learning of French.

(d) The difference in mean scores between boys and girls on the two comprehension testswas significant in favour of girls. This might reflect a higher motivation on the part of the girls, rather than a greater basic aptitude for languages, since of 158 pupils choosing languagesas their favourite subject, 134 or 85% were girls. The difference between boys and girls on the Oral Proficiency Test was not sufficiently great to achieve significance, although in actual points the Oral difference between the two groups of 4.29 was

greater than the Comprehension I difference of 3.69. The larger Oral difference was not significant as there was a small number of cases in the two Oral groups.

(e) For 34% of the pupils in the study, French was learned as a third language. These pupils achieved significantly higher scores on all three tests than did those whose native tongue was English. Several reasons for this can be postulated. Knowledge of a second language can be considered to facilitate the learning of a third, or alternatively foreign-born pupils may have received more encouragement, and possibly help, from their home environments. A glance at the questionnaire data, however, rules out the possibility that the difference in performance was due to any direct help from families who themselves had knowledge of French. Only 2.52% of the pupils whose native tongue was not English were of French origin. It is unlikely that such a small percentage could have contributed significantly to the difference between the two groups. Finally, foreign-born pupils, being of a minority group, may have had a greater motivation to succeed than had native-born pupils, upon whom there were fewer demands and strains.

3. Summary of Questionnaire Data

(a) First Administration

(i) About the same percentage of pupils in the experimental and control groups, 65.63% and 65.67% respectively, were of Anglo-Saxon origin, having checked English as their first language. Of the children of European origin, there were significantly more of Ukrainian, German, and Polish origins in the experimental group and significantly more of Italian and other origins in the control group.

(ii) Considerably more of the control group intended to follow a course leading to university (37% compared to 32%) while a greater proportion of the experimental group chose "teachers' college, nursing, or some business opportunity" or a commercial course. A university course was the most popular choice for both groups.

(iii) Science was the most popular subject area for both groups. The other subject areas were preferred in the following order: English, Mathematics, Languages, Social Studies. Only in choosing Mathematics was there a significant difference between the experimental and control groups, with 19% of the control group choosing Mathematics, compared to 14% of the experimental group making this choice.

(iv) English was most often chosen as the most useful subject area, with 36% of the experimental group and 31% of the control group making this choice, this difference being statistically significant. Next in order of preference were: Mathematics, Languages, Science, Social Studies.

(v) Science was chosen as the most interesting subject by approximately equal proportions of both the experimental and control groups. Next in order of preference were: Social Studies, Languages, Mathematics, English.

(vi) English was chosen as the easiest subject to learn with significantly more of the control group making this choice (40%) compared to the experimental group (35%). Next in order of choice were: Mathematics, Science, Social Studies, Languages. There was no significant difference in percentage of pupils in the experimental and control groups choosing Languages as the easiest subject area.

(vii) Almost all pupils responding approved of learning a second language, 93% and 94% of the experimental and control groups, respectively. The most popular second language was French, 50% of the experimental group and 51% of the control group making this choice. The language preferred after French was German, 18% of the experimental group and 19% of the control group making this choice. Next in order of preference were: Spanish, Russian, Italian.

(viii) The most useful language was judged to be French by 62% of the experimental group and 64% of the control group. Next in order of preference were: Russian, German, Italian, Ukrainian, Spanish.

(ix) French was considered to be the most interesting language, with significantly more of the experimental group (26%) making this choice compared to 23% of the control group. Next in order of preference were: Spanish, Russian, German, Chinese.

(x) The easiest foreign language to learn was considered to be French, followed by German, Spanish, Ukrainian, and Polish.

(b) Changes From First to Second Administration.

It is interesting that after 5 months of French instruction and 5 months of maturation, there were certain changes in the responses to questions asked on the questionnaire. These changes are shown in Table 13, separately for experimental and control groups. These results can be summarized as follows:

(i) There was an increase in the percentage of pupils in both groups who chose to go to university, while at the same time there was a decrease in the percentage of pupils who were uncertain about their future course of studies. The change is more likely due to maturation than to the influence of the French instructional programme. The pupils had almost completed Grades 7 and 8 and would be more confident in making a decision regarding their futures.

(ii) For the remaining categories, which were:

a) choosing languages as the favourite subject area,

b) " " " " most useful " " ,

c) " " " " " interesting subject area,

d) " " " " easiest subject area,

e) " French " " favourite language,

f) " " " " most useful language,

g) " " " " " interesting language,

h) " " " " easiest language,

i) considering it important to study a foreign language,

The results follow in Table 13:

TABLE 13

PERCENTAGE OF PUPILS WITHIN EXPERIMENTAL AND CONTROL GROUPS MAKING A PARTICULAR CHOICE TO ITEMS ON QUESTIONNAIRE

RESPONSE	EXPERIMENTAL GROUP (TV)		CONTROL GROUP (BT)	
	1st Admin.	2nd Admin.	1st Admin.	2nd Admin.
Future Studies - Univers..	32%	38%	37%	47%
Future Studies - Uncertain	27%	13%	38%	12%
Favourite Subject Area - Lang.	15%	9%	16%	9%
Most Useful Subject Area - Lang.	20%	15%	18%	13%
Most Interesting Subject Area - Lang.	18%	15%	16%	14%
Easiest Subject Area - Lang.	7%	6%	7%	6%
Favourite Foreign Lang.- French	50%	41%	51%	44%
Most Useful Foreign Lang. - French	62%	61%	64%	61%
Most Interesting Foreign Lang. - French	26%	18%	23%	18%
Easiest Foreign Lang. - French	44%	28%	46%	33%
Should Study Foreign Lang.	93%	90%	94%	93%

It is not surprising that after the first flush of excitement and novelty is gone, discovering that a certain amount of routine and effort is required in order to learn French, the pupils became less enthusiastic.

Table 14 presents the results of the same analysis on the 30-minute and 15-minute groups within the experimental group. (Such an analysis was not possible for the control group, due to technical difficulties.) It is evident that the same trends obtain as were shown in Table 14.

TABLE 14

PERCENTAGE OF PUPILS IN 30-MINUTE AND 15-MINUTE GROUPS WITHIN THE EXPERIMENTAL GROUP MAKING A PARTICULAR CHOICE TO ITEMS ON QUESTIONNAIRE

RESPONSE	EXPERIMENTAL (30 MIN.) 1st Admin.	EXPERIMENTAL (30 MIN.) 2nd Admin.	EXPERIMENTAL (15 MIN.) 1st Admin.	EXPERIMENTAL (15 MIN.) 2nd Admin.
Future Studies - Univers.	36%	44%	26%	31%
Future Studies - Uncertain	23%	11%	31%	16%
Favourite Subject Area - Lang.	16%	11%	12%	5%
Most Useful Subject Area - Lang.	21%	17%	18%	13%
Most Interesting Subject Area - Lang.	19%	16%	16%	13%
Easiest Subject Area - Lang.	8%	6%	4%	7%
Favourite Foreign Lang. - French	45%	38%	57%	46%
Most Useful Foreign Lang. - French	57%	57%	68%	65%
Most Interesting Foreign Lang. - French	23%	16%	39%	20%
Easiest Foreign Lang. - French	35%	22%	55%	37%
Should Study Foreign Lang.	93%	91%	93%	89%

(c) Itinerant Teachers' Subjective Assessment.

(i) Observation suggests that if French is to be taught effectively the instruction must come during regular school hours. There were numerous encroachments on the pupils' interests from alternative extra-curricular activities going on at the same time, that is, during the 3:30 - 4:00 period of the day. Pupils who missed class periods at this time found themselves rather lost during the meetings with individual teachers in French.

(ii) Mass presentations within classrooms through the use of television or pre-recorded tapes were found to be beneficial in encouraging learning. The presentations succeeded in taking considerable load off the teachers and made possible the introduction of French to approximately 2,000 pupils. Weaknesses were found to occur when the presentations did not coincide with an immediate follow-up by the itinerant teachers.

(iii) Technical problems in the television presentations militated against sound instruction.

(iv) The films were found to operate differently with various ability groupings. A number of pupils were left behind in the mass presentations and soon lost interest. Therefore, variety needs to be established in mass presentations to take into account variations in pupils' rates of learning.

(v) The pupils' motivation to learn French must be enhanced by the introduction of material which shows the applications of the French that has been learned.

(vi) It appears that the more frequent 15-minute presentations have a greater holding power than the concentrated 30-minute presentations.

(vii) A number of observations indicated that those pupils who were planning to take French in secondary school were by far the most attentive students. Also, where the entire school was enthusiastically concerned with learning French, results were correspondingly favourable.

F. CONCLUSIONS

It is clear from the results that the BT groups gained more from the French programme than did the TV groups. That is, although one would expect that TV would be a more effective medium of instruction in this study, no evidence was found to support this hypothesis. This is not to be interpreted necessarily as a counter-indication to employing TV for instruction, but rather, constitutes strong evidence that the potentialities of TV -- its capacity to traverse space and time, its illustrative and dramatic possibilities -- were not fully exploited. In addition, it would appear that the greater opportunities for comparison and review which were available to the BT groups were facilitating factors for learning. The fact that no conclusive statements can be made on the basis of these results on the relative merits of the two media of instruction is not to be taken as an indication of failure of the experiment. Rather, the study was intended as an exploratory one and, as such, has pointed out the way for further, more detailed research.

However, it is clearly evident that the longer class period was more effective in use with this particular French programme than the shorter 15-minute period. That this is in direct contrast to the subjective feelings of the itinerant teachers (as reported above) only constitutes further proof that such subjective findings are subject to many variables, resulting in somewhat inaccurate conclusions.

The findings that Grade 8 pupils on the whole achieved a higher level of performance on the tests must be interpreted with caution.

Probably the fact that the Grade 8 pupils were approaching Grade 9, where the learning of French is an important part of curriculum, had a positive influence on their present motivation and performance. The great volume of literature and research showing younger children to be as proficient, if not more so, as older children and adults supports this view. However, the age difference between Grades 7 and 8 is probably insufficient to provide a critical test of this hypothesis.

A most interesting conclusion which must be reached on the basis of the data is that, of all the factors related to the learning of French, the motivational ones are probably of greatest significance. The attitudes of the pupil toward learning in general and learning French in particular, as reflected by the choice of future course of studies and choice of subject area, must be taken into account in selecting students for such programmes. A lack of motivation to learn will result in a low level of learning, regardless of the method of teaching, or content of the instructional material.

G. SUMMARY OF THE STUDY

The study's main concern was an evaluation of two modes of French instruction. For one group television was used, a series of instructional films being presented through this medium. The other group received the same material through book and tape recordings. While the material was the same, the exact content varied slightly between media, as some elements had to be modified in "translation" from one medium to the other. The book contained the same stick figures, vocabulary, and printed words as the screen, and the tape-recordings duplicated the content of the film's sound-track.

In the study, consideration was also given to length of period, grade level, and student characteristics. Thus there was a sub-division, so that half of each group received four 15-minute periods of instruction per week and the others received two 30-minute periods per week. There was a further sub-division so that each of the above four groups consisted half of Grade 7 students, and half of Grade 8 students. The data on student characteristics was collected by means of a questionnaire that each subject completed.

Student achievement was measured by two comprehension tests and one oral proficiency test.

On the three tests, those students who had the 30-minute periods did significantly better than those with twice as many 15-minute periods.

The Grade 8 students did significantly better than the Grade 7 students on both comprehension tests.

The Book-Tape Group did significantly better than the Television Group on both the oral proficiency test and the second comprehension test.

The above statements ignore certain interactions that were discovered to exist. Thus, on the oral proficiency test, the Book-Tape superiority over Television was greater with the 15-minute period than with the 30-minute period. Likewise, with the second comprehension test it was observed that the effect of period length varied with the method of presentation and conversely. Finally, with the first comprehension test, a triple interaction was observed. This indicates that the effects, as far as this test is concerned, vary not only in respect to mode of presentation and length of period, but that the joint effect of these depends on grade level. In other words, for this test the effect of Television versus Book-Tape varies not only according to length of class period but also according to the grade level. These caveats in no way detract from the first three statements about the three major differences, but must be considered in addition to the three pairs of comparisons.

The questionnaire data was related to the scores which the students made on the French tests. Thus it is possible to state, in general terms, characteristics that tended to be associated with above average performance. Students indicating university as a goal scored, on the average, better than those indicating technical or commercial courses as goal, and these in turn showed superior

performance to those who were uncertain. Girls did better than boys and students who chose language study as the favourite subject scored better than those choosing another subject. It should be noted, however, that for the most part it was the females who indicated preference for foreign language study. Pupils who considered proficiency in a foreign language important, scored better than those who did not. Finally students who were learning French as a third language, that is, students whose original language was other than English, did better than students for whom French was a second language.

It will be obvious to the reader that there will be a variety of interrelated factors underlying the questionnaire responses, which in part can be lumped under the word, "motivation". Nonetheless, such relationships point strongly towards those students who are most likely to benefit from instruction in French.

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I APPENDICES

1. INSTRUCTIONS FOR ORAL PROFICIENCY TEST IN FRENCH

This is a new kind of test. We want to see how well you can express yourself in French.

In the first part of the test you will be shown a picture with a caption and the caption will be read to you. (Show first picture and read caption) You will then be shown a picture without caption. (Show second picture) Now make up a sentence about the second picture similar to the sentence in the first picture. The correct answer here is ..... It may be that you have not seen all these words before. Use what you have learned to do the best you can. Now try this next example. The correct answer here is ..... Any questions? Well, let us begin.

First say the name of your school, your class and your own name into the microphone.

Now we'll do the second part of the test. In this part the two pictures will be shown together. The picture on the left has a caption and this will always be read to you. The picture on the right hand has no caption. (Show an example of set of pictures) As you can see, the picture on the right is in some way different from the picture on the left. As a result, you will have to compose a different sentence about it. By looking at the first picture and the caption you will find clues for composing your sentence about the second picture. Now let's do this example. (Read caption and let pupils compose sentence) The correct answer here is ..... It may be that some of the words are new to you.

Use what you already know to give the best answer possible. Now try this one. (Show second example and read caption.) The correct answer here is ..... Any questions? Well, let us do Part II.

Now we'll go on the the last part of the test. In this part, the pictures are again shown together. The pictures are quite different but by looking carefully at the first picture you will be able to find clues for composing your second picture. (Show first example and read caption.) The correct answer here is .... (Show second example and read caption.) The correct answer here is ..... Any questions?

2. ORAL PROFICIENCY TEST IN FRENCH - SCORING SHEET

Score: A three-point scale: 2-1-0, will be used for scoring.
2 - correct, 1 - partially correct, 0 - incorrect.
For pronunciation the 2-1-0 scale will represent a good pronunciation.

Part I

	Object-Gender	Composition	Pronunciation	Total
c'est une fille				
c'est un livre				
c'est une fenêtre				
c'est une table				
c'est une chemise				
c'est un chien				
c'est une tête				
c'est une pomme				
c'est un verre				
c'est une fourchette				
c'est un bateau				
c'est une etoile				

NOTE: These scoring procedures were not used. The simplified scoring, 2-1-0 for each item with an overall pronunciation score, as reported in text, were used.

Part II

		Key-Word	Composition	Pronunciation	Total
qualifying words	le garçon est grand				
	le chat est noir				
	la ligne est longue				
	les yeux sont ouverts				
	il est assis				
action-words	il enlève son chapeau				
	la petite fille entre				
	Monsieur Jacque marche				
	la femme monte				
	ce garçon écrit				
location in space	le chien est sur la table				
	Marie est devant le mur				
	l'oiseau est ici				
	la maison est à gauche				
	les arbres sont autour du jardin				
location in time	c'est une année				
	c'est midi				
	Décembre est en hiver				
	5 est après 4				
	Demain c'est Mercredi				

Part III	Structure	Composition	Pronunciation	Total
(être) ce <u>sont</u> des fleurs				
(avoir) les tables <u>ont</u> 4 pieds				
(plural) ce sont des <u>journaux</u>				
(past tense) la femme <u>était</u> à la fenêtre				
(adj. agreement) la jupe de Marie est <u>blanche</u>				
(partitive) voici <u>du</u> pain				
(possessive) c'est <u>leur</u> chat				
(negative) elle <u>n'est pas</u> petite				
(irreg. verb) ces garçons <u>font</u> leurs devoirs				
(irreg. verb) ils <u>remplissent</u> le panier				

3. INSTRUCTIONS FOR FRENCH COMPREHENSION TEST I

This is a new kind of test. We want to see how well you can understand French. There may be words you haven't seen before but just try to do your best. At the top of the page, please write your name, the name of your school, your grade and A opposite "test".

In the first part of the test, you will be shown a picture with a caption and the caption will be read to you. (Show first picture and read caption) You will then be shown a picture without a caption. (Show second picture) For each picture without a caption, I will read 3 sentences in French. Only one of these sentences describes what is in the picture, the other 2 do not. For example, for this picture the 3 sentences are:

A - c'est un garçon
B - c'est un arbre
C - c'est une armée

} read slowly

Sentence B describes the picture so you should make a check mark in box B on your answer sheet.

Let's try another example. (Show 3rd picture and read caption --- wait 2 seconds --- show 4th picture) For this example the 3 sentences are:

A - c'est une main
B - c'est une pierre
C - c'est un pied

} read slowly

The correct answer is C so you should check box C.

Are there any questions? Now I am going to do this for all the pictures in Part 1. Are you ready?

NOTE Read the number for each question and the letters before each alternative

Now we'll do the second part of the test. In this part two pictures will be shown together. (Show 1st set of pictures) The picture on the left has a caption and this will always be read to you. The picture on the right has no caption. As you can see, the picture on the right is in some way different from the picture on the left. As before, for each picture on the right I will read three sentences, only one of which describes the picture. For example, for this picture the 3 sentences are:

A - la maison est petite

B - la maison est finie

C - la maison est petit.

The correct answer is A so you should check box A.

Here is another example. (Show 2nd set of pictures and read caption for 1st picture) The sentences for this picture are:

A - c'est l'éternité

B - c'est le bébé

C - c'est l'été

The correct answer is C so you should check box C. I will do this for all the pictures in Part II. Are you ready?

Now we'll do the third part of the test. As in Part II, I will show you two pictures together. The picture on the left has a caption which I will read to you. The picture on the right has no caption and I will read you 3 sentences, only one of which is correct.

Here is an example. (Show 1st set of pictures and read caption for the 1st picture.)

A - nous sommes des filles.

B - nous êtes des filles.

C - nous sont filles.

The correct answer is A so you should check box A.

Here is another example. (Show 2nd set of pictures and read caption for 1st picture.)

A - c'est sa maison

B - c'est leur maison

C - c'est elles maison

The correct answer is B so you should check Box B. Are you ready?

4. COMPREHENSION TEST I - SCORING SHEET

PART 1

1. A - c'est un homme
   B - c'est une femme
   C - c'est une fille

2. A - c'est un lit
   B - c'est une ligne
   C - c'est un livre

3. A - c'est une Fenêtre
   B - c'est une fermier
   C - c'est une frère

4. A - c'est une table
   B - c'est un tableau
   C - c'est une tasse

5. A - c'est une chemise
   B - c'est un chemin
   C - c'est une chaise

6. A - c'est un chapeau
   B - c'est une chose
   C - c'est un chien

7. A - c'est une tête
   B - c'est une lèvre
   C - c'est un toit

8. A - c'est une porte
   B - c'est une poire
   C - c'est une pomme

9. A - c'est une ville
   B - c'est une voiture
   C - c'est une verre

10. A - c'est une [illegible]rchette
    B - c'est une fenêtre
    C - c'est une fonction

11. A - c'est un bouton
    B - c'est une bateau
    C - c'est une bebe

12. A - c'est une étoile
    B - c'est une étude
    C - c'est un toit

PART 2.

1. A - le garçon est grave
   B - le garçon est grande
   C - le garçon est grand

2. A - le chat est noble
   B - le chat est nu
   C - le chat est noir

3. A - la ligne est longue
   B - la ligne est long
   C - la ligne est lourde

4. A - les yeux sont ouverts
   B - les yeux sont venus
   C - les yeux sont vieils

5. A - il est venu
   B - il est petit
   C - il est assis

6. A - il rêve de son chapeau
   B - il entre son chapeau
   C - il enlève son chapeau

11. A - le chien est au-dessous de la table
    B - le chien est sur la table
    C - le chien est près de la table

12. A - Marie est dans le mur
    B - Marie est devant le mur
    C - Marie est sur le mur

13. A - l'oiseau est huit
    B - l'oiseau est ici
    C - l'oiseau est utile

14. A - la maison est fausse
    B - la maison est à gauche
    C - la maison est à la gare

15. A - les arbres sont loin du jardin
    B - les arbres sont autour du jardin
    C - les arbres sont devant le jardin

16. A - c'est un mois
    B - c'est un agneau
    C - c'est un an

7. A - la petite fille voit
   B - la petite fille entre
   C - la petite fille envoie

8. A - Monsieur Jacques marche
   B - Monsieur Jacques mange
   C - Monsieur Jacques met

9. A - la femme tient
   B - la femme monte
   C - la femme mime

10. A - ce garçon rit
    B - ce garçon voit
    C - ce garçon écrit

17. A - c'est aujourd'hui
    B - e'est une fille
    C - c'est midi

18. A - Décembre est en hiver
    B - Décembre est a l'hiver
    C - Décembre est hiver

19. A - 5 est avant 4
    B - 5 est moins de 4
    C - 5 est après 4

20. A - avant c'est mercredi
    B - demain c'est mercredi
    C - devant c'est mercredi

PART III

1. A - c'être des fleurs
   B - ce font des fleurs
   C - ce sont des fleurs

2. A - les 3 tables ont 12 pieds
   B - les 3 tables est 12 pieds
   C - les 3 tables étaient 12 pieds

3. A - ce sont des journals
   B - ce sont de journaux
   C - ce sont des journaux

4. A - la femme ayait à la fenêtre
   B - la femme était à la fenêtre
   C - la femme sont à la fenêtre

5. A - la jupe de Marie est blanc
   B - la jupe de Marie est blanche
   C - la jupe de Marie est beau

6. A - voici du pain
   B - voici de pain
   C - voici de le pain

7. A - c'est elles chat
   B - c'est ses chat
   C - c'est leur chat

8. A - elle n'est petite
   B - elle est petite
   C - elle n'est pas petite

9. A - ces garçons faisont leurs devoirs
   B - ces garçons font leurs devoirs
   C - ces garçons fait leurs devoirs

10. A - ils remplissent le panier
    B - ils remplissont le panier
    C - ils remple le panier

5. COMPREHENSION TEST PART II - SCORING SHEET

PART I

1. A - c'est un genou
   B - c'est un gâteau
   C - c'est un garçon

2. A - c'est une canne
   B - c'est un fermier
   C - c'est un cahier

3. A - c'est une porte
   B - c'est une patte
   C - c'est une pomme

4. A - c'est une chaise
   B - c'est une chemise
   C - c'est une fraise

5. A - c'est une jupe
   B - c'est une soupe
   C - c'est un nuit

6. A - c'est un chapeau
   B - c'est une chose
   C - c'est un chat

7. A - c'est une main
   B - c'est un mois
   C - c'est une maison

8. A - c'est un avion
   B - c'est une oreille
   C - c'est une orange

9. A - c'est une table
   B - c'est une tête
   C - c'est une tasse

10. A - c'est un couteau
    B - c'est un plateau
    C - e'est une cuillère

11. A - c'est une auto
    B - c'est un avion
    C - c'est un objet

12. A - c'est une planète
    B - c'est un plancher
    C - c'est un plateau

PART II

1. A - le garçon est petite
   B - le garçon est perdu
   C - le garçon est petit

2. A - le chat est bonne
   B - le chat est blanche
   C - le chat est blanc

3. A - la ligne est courte
   B - la ligne est lourde
   C - la ligne est court

4. A - les yeux sont fermés
   B - les yeux sont oubliés
   C - les yeux sont allés

5. A - il est aux genoux
   B - il est fou
   C - il est debout

6. A - il voit son chapeau
   B - il rêve de son chapeau
   C - il met son chapeau

11. A - le chien est au-dessus de la table
    B - le chien est sous la table
    C - le chien est près de la table

12. A - Marie est dans le mur
    B - Marie est derrière le mur
    C - Marie est sur le mur

13. A - l'oiseau est près
    B - l'oiseau est là-bas
    C - l'oiseau est loin

14. A - la maison est de bois
    B - la maison est à droite
    C - la maison est une botte

15. A - les arbres sont devant le jardin
    B - les arbres sont au milieu du jardin
    C - les arbres sont derrière le jardin

16. A - c'est un mois
    B - c'est un samedi
    C - c'est une semaine

7. A - la petite fille tombe
   B - la petite fille sort
   C - la petite fille siffle

8. A - Monsieur Jacques court
   B - Monsieur Jacques change
   C - Monsieur Jacques chante

9. A - la femme désire
   B - la femme descend
   C - la femme dit

10. A - ce garçon lave
    B - ce garçon lève
    C - ce garçon lit

17. A - c'est plus tard
    B - c'est maintenant
    C - e'est minuit

18. A - Avril est au printemps
    B - Avril est à printemps
    C - Avril est en printemps

19. A - 4 est après 5
    B - 4 est plus de 5
    C - 4 est avant 5

20. A - demain c'était lundi
    B - hier c'était lundi
    C - devant c'était lundi

PART III

1. A - c'être des fleurs
   B - ce font des fleurs
   C - ce sont des fleurs

2. A - les 3 tables ont 12 pieds
   B - les 3 tables est 12 pieds
   C - les 3 tables étaient 12 pieds

3. A - ce sont des journals
   B - ce sont de journaux
   C - ce sont des journaux

4. A - la femme avait à la fenêtre
   B - la femme était à la fenêtre
   C - la femme sont à la fenêtre

5. A - la jupe de Marie est blanc
   B - la jupe de Marie est blanche
   C - la jupe de Marie est beau

6. A - voici du pain
   B - voici de pain
   C - voici de le pain

7. A - c'est elles chat
   B - c'est ses chat
   C - c'est leur chat

8. A - elle n'est petite
   B - elle est petite
   C - elle n'est pas petite

9. A - ces garçons faisont leurs devoirs
   B - ces garçons font leurs devoirs
   C - ces garçons fait leurs devoirs

10. A - ils remplissent le panier
    B - ils remplissont le panier
    C - ils remple le panier

6. QUESTIONNAIRE

The answers to these questions are to be used for research purposes only. Answer them as accurately as you can. Follow the directions carefully so that you put your answers in the right spaces.

1. Print your name in the space below.

First Name _____ Last or Family Name _____ ____

2. Print the name of your school in the space below.

_____ ____

3. What grade are you in? Put your answer in the space to the right. ⟶ ____

4. Indicate whether you are a boy or a girl by marking 1 for a boy or 2 for a girl in this space. ⟶ ____

5. Which of the languages listed below did you first speak? Put the number of the language in the space here. ⟶ ____

1. Arabic
2. Chinese
3. Czecho-Slovak
4. Danish
5. Dutch
6. English
7. Estonian
8. French
9. German
10. Greek
11. Hungarian
12. Italian
13. Japanese
14. Latvian
15. Lithuanian
16. Maltese
17. Norwegian
18. Polish
19. Portuguese
20. Roumanian
21. Russian
22. Spanish
23. Swedish
24. Ukrainian
25. Yiddish
26. Yugoslav
27. Other

6. Which one of the courses listed below do you plan to take in secondary school? Put the number of your answer in the space here. ⟶ ____

1. a course leading to university entrance
2. a technical course
3. a course leading to teachers' college, nursing or some business opportunity

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4. a vocational or apprenticeship course
5. a commercial course
6. uncertain

7. Here is a list of subject areas taken up in school:

1. English (Reading, Writing, Spelling, Literature, Grammar, etc.)
2. Social Studies (History, Geography, etc.)
3. Mathematics (Algebra, Geometry, General Mathematics, etc.)
4. Languages (French, Spanish, German, Russian, etc.)
5. Science (Nature Study, Chemistry, Physics, etc.)

Put the number of the subject area you like to learn most (your first choice) in the space here. ⟶ ____

Put the number of your second choice of subject area in the space here. ⟶ ____

Put the number of your third choice of subject area in the space here. ⟶ ____

Put the number of your fourth choice of subject area in the space here. ⟶ ____

Which subject area do you think will be most useful to you? Put the number of the subject area in the space here. ⟶ ____

Which subject area is most interesting to you? Put the number of the subject area in the space here. ⟶ ____

Which subject area is easiest for you to learn? Put the number of the subject area in the space here. ⟶ ____

8. English is now used frequently throughout the world. Do you feel that you should have proficiency in another language? Answer the question by putting the number 1 for yes or the number 2 for no in the space here. ⟶ ____

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9. Here is a list of other modern world languages:

1. Arabic
2. Chinese
3. Czecho-Slovak
4. Danish
5. Dutch
6. Estonian
7. French
8. German
9. Greek
10. Hungarian
11. Italian
12. Japanese
13. Latvian
14. Lithuanian
15. Maltese
16. Norwegian
17. Polish
18. Portuguese
19. Roumanian
20. Russian
21. Spanish
22. Swedish
23. Ukrainian
24. Yiddish
25. Yugoslav

Of the languages listed above choose the language you would most like to learn. Put the number of the language in the space here. ⟶ ____

Which language would be your second choice? Put the number of the language in the space here. ⟶ ____

Which language do you think would be most useful to you? Put the number of the language in the space here. ⟶ ____

Which language would be most interesting to you? Put the number of the language in the space here. ⟶ ____

Which language would be easiest for you to learn? Put the number of the language in the space here. ⟶ ____

WHEN YOU HAVE COMPLETED THE QUESTIONS HOLD UP YOUR HAND SO THAT YOUR PAPER CAN BE COLLECTED